

DOCUMENT RESUME

ED 257 963

CE 041 612

TITLE Retention of Students in Vocational Programs. A Sourcebook of Strategies for High School Educators.

INSTITUTION New Hampshire State Dept. of Education, Concord. Div. of Instructional Services.

PUB DATE 85

NOTE 56p.; For a related document, see CE 041 611.

PUB TYPE Guides - Non-Classroom Use (055); -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Abstracts; Classroom Techniques; Community Involvement; Counseling Techniques; Curriculum Development; *Dropout Prevention; Educational Media; Educational Practices; Educational Strategies; Extracurricular Activities; Guidelines; High School Students; Instructional Materials; Learning Activities; *Nontraditional Occupations; Parent Participation; Program Administration; Program Implementation; Publicity; Public Relations; School Counseling; *School Holding Power; Secondary Education; Staff Development; Student Evaluation; *Student Recruitment; Teacher Workshops; *Vocational Education; Workshops

ABSTRACT

This handbook contains materials to assist high school teachers in increasing enrollment and completion rates in vocational programs preparing students for entry into nontraditional occupations. The first part of the manual outlines practices and activities addressing the following areas: guidance and counseling, special events for students, public relations, direct instruction, communication and the news media, extracurricular activities, use of instructional media, curriculum, assessment, parent and community involvement, administration and management, and staff development and training. Included in the second section are abstracts of 26 different documents dealing with vocational educators' workshops, parent workshops, bibliographies, simulations, sourcebooks, and research reports covering strategies for promoting nontraditional enrollments. An annotated list of recommended curriculum materials is provided in the third section. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED257963

BEST COPY AVAILABLE

RETENTION OF STUDENTS IN VOCATIONAL PROGRAMS

A Sourcebook of Strategies
for High School Educators

Research Coordinating Unit
Division of Instructional Services
State Department of Education
Concord, New Hampshire

1985

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

R. M. M. M.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

INTRODUCTION

Over the past few years, the New Hampshire Department of Education through its Research Coordinating Unit has been investigating and seeking solutions to High School Vocational Education program enrollment attrition and retention.

The first project in this series was conducted in 1982 by Dr. Gregory Gill and titled Factors Affecting Vocational Program Leavers in New Hampshire. This study resulted in a document being published and disseminated throughout the State entitled Summer Attrition in New Hampshire Secondary Vocational Programs and the implementation of an annual summer leaver tracking activity by the Research Unit.

Two studies were conducted in 1983! Dr. Robert J. Lister conducted an investigation of vocational enrollments entitled A Study of One-Year Enrollments in Selected Vocational Centers in New Hampshire. The other study was conducted by Dr. Gregory Herr and titled Making Vocational Choices: A Study of Vocational Program Attrition in New Hampshire. These two studies investigated school year vocational program leavers (11th graders not continuing their program as 12th graders) and one-year vocational enrollments (12th graders enrolling in a vocational program for the first time). Both studies were a continuation of the RCU's look at vocational program "drop-ins" and "drop-outs". As a result of these investigations, additional enrollment tracking activities were implemented by the Research Unit.

This project has resulted in the production of a practitioners document and is the first of the series designed expressly for use by both vocational and nonvocational specialists. All of the materials produced by this project, as well as the earlier studies, are available in a microfiche format through the ERIC system.

The RCU would like to thank the New Hampshire State Advisory Council for Vocational Education for providing the funds to print this document and the Graphic Arts students at the Manchester Skill Center for the actual printing.

Sincerely yours,

Roger D. Crim, Director
Research Coordinating Unit

Richard F. Monteith, Consultant
Exemplary Programs

It is the policy of the New Hampshire State Board of Education and the State Department of Education not to discriminate in their educational programs, activities or employment practices on the basis of race, language, sex, age or handicapping condition, under the provisions of Title VI of the Civil Rights Act of 1964; Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; and the Education of All Handicapped Children Act of 1975.

This publication was prepared pursuant to a contract with the New Hampshire Department of Education, Division of Vocational-Technical Education. Contractors undertaking such projects are encouraged to express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official New Hampshire Department of Education position or policy.

CONTENTS

	<u>Page</u>
How to Use This Handbook	iv
Section I. Practices and Activities in New Hampshire's High Schools .	1
Guidance and Counseling	3
Special Events for Students	4
Public Relations	5
Direct Instruction	6
Communication/News Media	7
Extracurricular	8
Use of Instructional Media	9
Curriculum	10
Assessment	11
Parent/Community Involvement	12
Administration and Management	13
Staff Development and Training	14
Section II. Strategies for Promoting Nontraditional Enrollments . . .	15
Introduction	15
Contents	15
Section III. Curriculum Materials	41

HOW TO USE THIS HANDBOOK

This handbook contains a wide variety of information that may be helpful to vocational educators, parents and students. To help the reader locate material of interest, each entry has been categorized by format and audience.

On the following pages is a matrix which includes each entry in this handbook. To locate a specific type of entry - for example, a bibliography - scan the matrix horizontally across the page in the row labeled Bibliography. An entry will be indicated by a dot under the page number column. Once a bibliography is located, follow the column downward to determine which audiences are likely to find this entry useful.

FORMAT TYPE	PAGE NUMBER											
	3	4	5	6	7	8	9	10	11	12	13	14
Bibliography												
Handbook												
Instruc. Material												
Project Report												
Research Finding	•	•	•	•	•	•	•	•	•	•	•	•
Simulation												
Sourcebook												
Workshop												
AUDIENCE OF INTEREST												
Administrator	•	•	•	•	•	•	•	•	•	•	•	•
Counselor	•	•	•	•	•	•	•	•	•	•	•	•
Parent/Community		•			•	•			•	•		•
Student										•		
Teacher					•	•						

FORMAT TYPE	PAGE NUMBER											
	16	17	18	19	20	21	22	23	24	25	26	27
Bibliography												
Handbook									•			
Instruc. Material	•	•	•	•		•		•		•	•	
Project Report												
Research Finding												
Simulation												
Sourcebook		•										
Workshop	•				•	•	•		•	•	•	•
									•			
AUDIENCE OF INTEREST												
Administrator	•		•		•	•			•	•	•	
Counselor		•	•		•	•	•		•			
Parent/Community			•						•	•	•	
Student			•	•								
Teacher		•	•	•	•	•		•		•	•	•

PAGE NUMBER

FORMAT TYPE	28	29	30	31	32	33	34	35	36	37	38	39
Bibliography			•	•	•							
Handbook												
Instruc. Material	•											
Project Report						•	•					
Research Finding												
Simulation		•						•	•	•	•	•
Sourcebook	•											
Workshop												
AUDIENCE OF INTEREST												
Administrator	•	•	•	•	•	•	•	•	•	•	•	•
Counselor	•	•	•	•	•							
Parent/Community											•	•
Student												
Teacher	•	•	•	•	•	•				•		•

FORMAT TYPE	PAGE NUMBER						
	40	41	42	43	44	45	46
Bibliography							
Handbook							
Instruc. Material			•	•	•	•	•
Project Report			•	•	•	•	•
Research Finding	•						
Simulation							
Sourcebook							
Workshop							
AUDIENCE OF INTEREST							
Administrator	•		•	•	•	•	•
Counselor							
Parent/Community							
Student							
Teacher	•		•	•	•	•	•

SECTION I

PRACTICES AND ACTIVITIES IN NEW HAMPSHIRE'S HIGH SCHOOLS

In the spring of 1984, the New Hampshire State Department of Education conducted a study to determine what kinds of activities were occurring in New Hampshire high schools in order to encourage student enrollment in and to reduce attrition from vocational programs. A wide variety of activities were reported. The categories into which these activities fall are shown below. Also shown are the number and percent of vocational program sites reporting an activity in this category. The figures are based upon written responses to a questionnaire which was mailed to 28 vocational directors (21 centers, 2 subcenters, 5 other sites). A 100% response rate was obtained.¹

ACTIVITY CATEGORY	Number of Activities Reported	Percent of Sites Reporting Activity
Guidance and Counseling	19	68
Special Events for Students	15	54
Public Relations	8	29
Direct Instruction	7	25
Communication/News Media	7	25
Extracurricular	4	14
Instructional Media	4	14
Curriculum	4	14
Assessment/Testing	3	11
Parent/Community Involvement	2	07
Administration/Management	1	03
Staff Development/Training	1	03

¹ For a complete report of this study, the reader is referred to: Herr, Gregory, Vocational Policies and School Practices: A Study of Factors Which Affect the Completion Rates of High School Vocational Programs in New Hampshire. Study conducted for the Research Coordinating Unit, New Hampshire State Department of Education, by Applied Research Consulting, Inc., North Hampton, NH; September, 1984.

Based upon frequency of occurrence, it can be said that:

- Activities in 7 out of the 12 categories occur rather infrequently - that is, they were reported by less than 20% of the schools.
- There were no activities which were so popular or used so extensively that they were reported by 80% or more of the schools. The most popular activity category was reported by less than 80% of the schools.
- The activities which occur most often are those in which direct contact with students is involved.

There is a wide variety of activities being conducted in New Hampshire's high schools to increase enrollment in and reduce attrition from vocational programs. However, in many schools, teachers and administrators may not be aware of the alternatives available. As a result, too few activities may occur and the "holding power" of vocational programs may decline.

How do the activities at your school compare to those reported by other New Hampshire high schools? Are there many or few? Are they activities which can be expected to have a positive impact?

The activity categories and activities derived from the New Hampshire study are presented on the following pages. These figures should not be interpreted as norms - only as descriptions of the existing activities. However, vocational personnel may find it useful to review each category with the following questions in mind.

- Is this activity worthwhile? Would it help attract students to programs or help them stay in programs?
- Are we currently doing this at our school?
- Do we want to add this activity to our program?

GUIDANCE AND COUNSELING

Activities in This Category

- Hold small group discussions for students regarding career options
- Have a formal vocational program application procedure
- Promote pre-vocational counseling by pre-vocational instructors before students enroll in any vocational courses
- Answering questions regarding course selection and career opportunities
- Provide one-to-one counseling
- Use COIN, NHVIEW and other information systems with local, sending, and elementary schools.

Study Findings

Activities in this category were reported to have occurred in 19 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 1, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"The Vocational Director visits each sophomore English class to explain all vocational programs."

"Guidance activities are geared to encourage students to continue to pursue valid career goals."

"All students have the opportunity to talk with individual instructors."

"Support services are available at the vocational center Resource Room. Work and counseling to encourage and promote successful completion of vocational courses."

Other Comments, Suggestions or Ideas

- Hold small group sessions with non-traditional students to reduce peer pressure.
- Add a peer counseling dimension to your guidance effort by having vocational students answer questions which pre-vocational students raise.
- Hold small group vocational counseling sessions for students with similar occupational interest profiles.
- Review your vocational program application procedure. Does the procedure enhance the students' knowledge about himself or herself - or does it merely put students into categories?
- Have students develop their own written career plans.

SPECIAL EVENTS FOR STUDENTS

Activities in This Category

- Vocational Center Open House for students, with different days for different grades
- Tours of Vocational Center for elementary and sending school students on different days
- Display student projects at Vocational Center and sending schools
- Career days at centers and sending schools
- Guest speakers - center and sending schools - can use vocational students in elementary/sending schools
- Field trips
- Vocational Education Week

Study Findings

Activities in this category were reported to have occurred in 15 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 2, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"We had vocational open houses and shows to open the eyes of the general public and students."

"All students in 9th and 10th grade are given a slide presentation on vocational programs and are given a tour of the facility."

Other Comments, Suggestions or Ideas

- Non-traditional students can speak to students in sending/elementary schools.
- In many Vocational Centers some time each year is set aside for students to engage in certain activities which are intended to expand awareness of vocational education.
- In addition to exhibiting projects which they've completed, students can also demonstrate processes they've learned or show other students what skills they've developed in a program at the center or sending schools.
- A Vocational Education week could feature a wide variety of activities for students, such as program visits, guest speakers, career planning information and field trips to related job sites.
- Parents who are involved in the various vocational areas may be willing to serve as resource people and to participate in special events for students.

PUBLIC RELATIONS

Activities in This Category

- Invite outside organizations to use the vocational school facilities.
- Promote vocational programs through Regional Advisory Groups.
- Develop and disseminate brochures about vocational programs and facilities.

Study Findings

Activities in this category were reported to have occurred in 8 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 3, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

None available.

Other Comments, Suggestions or Ideas

- Develop an informal network of people in the community through which information about vocational programs can be disseminated.
- Prepare informational letters and brochures.
- Use news media to enhance your public relations efforts.
- Ask students to generate ideas for promoting vocational education outside the school.
- Develop a slide/tape show to be used at speaking engagements with local political bodies, service and social clubs, etc. Be sure to include non-traditional students and activities.

DIRECT INSTRUCTION

Activities in This Category

- Prepare and implement a career planning unit which includes opportunities in non-traditional courses and programs.
- Present information on vocational programs to students in class to all levels in all schools.
- Develop an organized program for tutoring students who need help in one or more areas.
- Make a computerized occupational information system available to elementary/sending schools.

Study Findings

Activities in this category were reported to have occurred in 7 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 4.5, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"Vocational guidance coordinator gives direct instruction to vocational students."

"Middle School students are instructed in vocational opportunities available at the Vocational Center."

"All freshmen participated in an 8-session career-planning unit, which emphasized thinking and organizing course sequences; Ohio Vocational Interest Study, tours of vocational programs, and an individual counselling-planning session."

Other Comments, Suggestions or Ideas

Direct instruction refers to pre-planned, organized activities intended to change student attitudes or behavior according to one or more instructional objectives.

- Base tutoring on academic or vocational skill deficiencies.
- Enhance effectiveness of your overall vocational program by developing a clear hierarchy of vocational objectives which you want students to meet. Then help them meet these objectives through good instruction.
- Develop and constantly use Performance Profiles.
- Students may benefit from direct instruction in such topics as assessing their strengths and weaknesses, choosing realistic career goals, locating resources in occupational selection, determining job supply and demand, and other topics.

COMMUNICATION/NEWS MEDIA

Activities in This Category

- Submit article to local newspaper regarding accomplishments of successful students.
- Submit article to local newspaper regarding skills and strengths of vocational teachers.
- Invite local television station to cover an especially important vocational education activity.
- Submit press release to local newspaper to publicize upcoming event.

Study Findings

Activities in this category were reported to have occurred in 7 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 4.5, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"News articles in local newspapers and on local radio stations have been useful in educating the community at large about vocational education and in recognizing the quality work that our students do."

"Program successes are widely publicized."

Other Comments, Suggestions or Ideas

Communication activities, including the news media, are underutilized by most schools. Over time, appropriate media communications can have a significant impact upon attitudes of the community.

- Ask local media to help you develop stories that media will use - a "media advisory committee."
- Contact your local newspaper to determine their level of interest in vocational education. Develop contacts at each local radio and television station with whom you can maintain ongoing communication.
- Use media to inform about activities and events; also use media to reward and recognize efforts and accomplishments of staff as well as students.

EXTRACURRICULAR

Activities in This Category

- Form vocational youth groups related to vocational interests and activities such as FBLA, FFA, HERO, VICA, DECA, HOSA.
- Participate in state and national level vocational youth group competitions.

Study Findings

Activities in this category were reported to have occurred in 4 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 7, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"The function of Future Business Leaders of America is to develop leadership qualities and to make students aware of what is expected of them in the business world. Students become aware of what is expected through competition on state and national levels. Students also sponsor various speakers for the business department in areas of banking, small business and accounting."

"Vocational youth groups are used in part as incentive through state and national meetings and competitions."

Other Comments, Suggestions or Ideas

Vocational youth group activities are helpful for several reasons. Some students who do not perform well in the classroom may receive a considerable boost in self-esteem from successful competition which many clubs offer.

- Youth group members make excellent speakers at local service clubs, social clubs, political bodies, etc.
- Vocational youth groups provide an opportunity for some students to try new social horizons.
- Leadership opportunities are available for students in a setting they're familiar with.
- The group environment can be a good form of social support.

USE OF INSTRUCTIONAL MEDIA

Activities in This Category

- Use films showing women in jobs not typical for their sex to help open career doors for female students and to change attitudes of males.
- Use career awareness films to assist in pre-vocational decision making. make these films available to sending schools, elementary schools, scouting groups, etc.
- Use a slide/tape of Vocational Center activities at an Open House, with local service and social clubs, etc.
- Be sure to have a brochure to leave with viewers.

Study Findings

Activities in this category were reported to have occurred in 4 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 7, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"Using a slide show of the Vocational Center and dissemination of printed materials describing Voc. Ed. are given to all sophomores in Berlin and sending school districts."

"Career Awareness films with an emphasis on vocational education were presented to Grade 9 students."

Other Comments, Suggestions or Ideas

- Involve students in the production of slide shows to publicize vocational programs and/or facilities.
- Use a video tape recorder to tape typical activities in a vocational program. Students can then preview a vocational area by watching the tape. The major advantages of this approach are 1) that it allows the student to view a representative sample of activities in the program and 2) a tape can be viewed during a study hall or after school.

CURRICULUM

Activities in This Category

- Replicate as closely as possible local practices which have improved traditional and non-traditional retention in one program in other offerings.
- Modify existing curriculum for vocational education.
- Evaluate effectiveness of curriculum for vocational students.
- Make Performance Profiles widely available to elementary and sending schools.
- Develop and disseminate curriculum materials.

Study Findings

Activities in this category were reported to have occurred in 4 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 7, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"We have an independent Vocational Program Selection Guide."

Other Comments, Suggestions or Ideas

Many vocational teachers comment that some of their students lack reading or math skills which are needed in their area of vocational study. While some vocational teachers do not view this as their responsibility, others want to assist students to become more proficient in the basic skills through their vocational interest.

- Work with Math/Science Departments to get math and science credit for completion of a vocational education program.
- Investigate adopting innovative vocational math and science programs.
- Curriculum materials can be catalogued and categorized in such a way that they will be more accessible to vocational teachers.
- Prepare a handbook for vocational students which will help them select appropriate vocational courses.
- Review the high school curriculum. Does it serve the vocational student as well as the college-bound student?

ASSESSMENT

Activities in This Category

- Administration of vocational interest measure such as Ohio Vocational Interest Survey.
- Structured student interview.
- Administration of performance-oriented vocational tests or test batteries, such as the Comprehensive Occupational Assessment and Training System (COATS).
- Use of annual testing results to help assess student needs for instruction.

Study Findings

Activities in this category were reported to have occurred in 3 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 9, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

None Available.

Other Comments, Suggestions or Ideas

- Set up a Vocational Assessment Center for students.
- Develop vocational profiles for each student. This will help students approach their career with a more reliable picture of their strengths and weaknesses.
- Develop concrete criteria for vocational programs so that student progress can be accurately measured.
- Develop informal performance tests to determine whether students have acquired necessary skills.

PARENT/COMMUNITY INVOLVEMENT

Activities in This Category

- Cooperative education placements
- Open House for parents and general community
- Have craft committee "adopt" a student or two
- Have a local business "adopt" a related program and make special opportunities available to their adopted program's students; e.g., use of specialized equipment, a week or two of shadowing with hands-on experience, help in co-op placements, etc.

Study Findings

Activities in this category were reported to have occurred in 2 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 10, where 1 represents the most frequently mentioned category and 28 represents the least frequently mentioned category.

Practitioner's Comments

None Available.

Other Comments, Suggestions or Ideas

- Make parents aware of the vocational programs available to their children through brochures and mailings.
- Publicize successful co-op placements in local press, TV and radio. Ask co-op business to pay for media publicizing their co-op students and business.
- Use local media to publicize what happens when a business "adopts" a student or program and continue with follow-up public relations.

ADMINISTRATION and MANAGEMENT

Activities in This Category

- Coordination of activities for the purpose of improving effectiveness and efficiency.
- Develop and use a single school calendar with sending schools

Study Findings

Activities in this category were reported to have occurred in 1 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 11.5, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

"Master schedule is carefully organized so that students are not tracked and can combine vocational programs with all levels of academic courses."

"In February we combine Vocational Education Week with local Career Week to promote enrollment."

"Pre-vocational programs are designed to allow students to explore several possible career opportunities."

Other Comments, Suggestions or Ideas

- Review the Master Schedule of classes. Can classes be better scheduled to make vocational courses accessible to more students?
- Review the process by which students are admitted into vocational education programs. Is the process efficient?
- Make tutoring and support activities available to sending school students.
- Make math/science credits available to sending schools students who complete their program.

STAFF DEVELOPMENT and TRAINING

Activities in This Category

- Presentations for sending school staff about the Vocational Center
- In-service programs for vocational teachers

Study Findings

Activities in this category were reported to have occurred in 1 of the 28 schools surveyed. Based upon frequency of response, this activity ranks 11.5, where 1 represents the most frequently mentioned category and 12 represents the least frequently mentioned category.

Practitioner's Comments

None available.

Other Comments, Suggestions or Ideas

- Use vocational and pre-vocational staff as part of team to teach and give math/science credit to program completers.
- Present staff training regarding reading/math for the vocational student.
- Prepare and present a program for sending school teachers to familiarize them with programs and facilities.
- Survey vocational staff to determine in-service needs.

SECTION II

STRATEGIES FOR PROMOTING NONTRADITIONAL ENROLLMENTS

Introduction

At the national level, much research and development was done in the late 1970's and early 1980's in the area of sex role stereotyping and sex bias. Much of that research has implications for the field of vocational education. By eliminating sex role stereotypes in various occupations and by reducing sex bias, educators in many states are increasing the completion rates of their vocational programs. In this section, the reader will find a variety of resources which are intended to help reduce sex role stereotyping or sex bias as a general strategy for promoting non-traditional enrollment in vocational programs.

Contents

In this section, 26 different documents are abstracted. These documents fall into six categories: vocational educator's workshops, parent workshops, bibliographies, simulations, sourcebooks and research reports. These particular documents were identified through searches of the Educational Resources Information Clearinghouse (ERIC) database. Of the 70 or 80 titles which were initially thought to be of some interest to vocational educators in New Hampshire, these 26 were selected for final inclusion in this handbook. It is recommended that the reader order and review the appropriate ERIC documents after reading the abstracts in this section.

Brief Descriptor: Vocational Educator's Workshop

Description

This comprehensive project had several components: 1) a survey of vocational program types and strategies to eliminate and prevent sex bias in vocational education programs; 2) an administrator assessment of need; and 3) assessment of student instructional materials. The report includes a complete training manual for a workshop for counselors, instructors and administrators. This three day inservice series is very comprehensive; there are 18 different course objectives and separate materials for each objective.

Source

Rice, Eric; Etheridge, Rose. Strategies to Eliminate Sex Stereotyping and Sex Bias: An Administrator's Manual. Bureau of Occupational and Adult Education, LHEW/OE, Washington. ERIC Document ED 160 752, 231 pages, 1977.

Target Population or Intended Users

Useful reading for teachers and administrators (research report section). Workshop is applicable to instructors, counselors and administrators.

Evidence of Effectiveness

No information on the effectiveness of the workshop is presented in the source document.

Comments

This report contains many specific ideas which vocational administrators may find helpful in designing or changing their programs in order to better meet the needs of both men and women.

Brief Descriptor: Vocational Educator's Workshop

Description

This workbook includes a teacher's manual and four instructional units which address the problem of sex stereotyping, bias and discrimination. There are four instructional units: 1) Work; 2) Beliefs About Working Men and Women; 3) Looking for a Job; and 4) On the Job. Each unit includes specific objectives, teaching suggestions, and teacher and student materials.

Source

Rice, Eric; and Others. Sex Stereotyping, Bias, and Discrimination in the World of Work: A Workbook. Instructor's Manual. Bureau of Occupational and Adult Education, DHEW/OE, Washington. ERIC Document ED 160 755, 66 pages, 1976.

Target Population or Intended Users

This program is intended primarily for vocational instructors to use directly with secondary students.

Evidence of Effectiveness

None is presented.

Comments

This instructional package has been carefully developed and pretested. It can most likely be used in New Hampshire with little or no adaptation.

Brief Descriptor: Vocational Educator's Workshop

Description

This is a workshop for vocational educators which lasts from 90 to 120 minutes, depending upon the style of presentation. The purpose of the workshop is "to aid schools in reducing sex stereotypes." The workshop includes a leader's script, a transparency master, and seven handout masters.

Source

Mook, Corena; Legg, Marilyn. Project: Strategies for Sex Fairness. Vocational Teacher -- Encouraging Non-Traditional Options. Kansas State Department of Education, Topeka. ERIC Document ED 189 347, 28 pages, no date.

Target Population or Intended Users

The target population is described as "all school personnel" but would appear to be most useful for vocational teachers.

Evidence of Effectiveness

No evidence is presented.

Comments

This workshop can be used alone or in combination with other packets (which must be ordered separately). Resource lists are geared toward schools in Kansas.

Brief Descriptor: Vocational Educator's Workshop

Description

The purpose of the manual is "... to teach teachers how to incorporate sex fair practices in their vocational education classrooms." It includes a variety of specific activities, assessment strategies and lessons applicable for use with all high school vocational students. There are sections which are also specific to the following areas: 1) agriculture; 2) distributive education; 3) health occupation; 4) home economics; 5) handicapped; 6) industrial arts; and 7) trade and industrial.

Source

Jolly, Sue; Forrester, Jeanne. Sex Equity in the Classroom -- Teacher Strategies. Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College; Mississippi State Department of Education, Jackson. ERIC Document ED 219 551, 201 pages, 1981.

Target Population or Intended Users

Useful for high school vocational instructors; some materials can be used directly by students.

Evidence of Effectiveness

No evidence of effectiveness of these materials is available.

Comments

Some tests, quizzes, and materials can be used as they are presented; others will need some adaptation before they are suitable for use in New Hampshire's high schools.

Brief Descriptor: Vocational Administrator's Workshop

Description

This is a plan for a one-day workshop on the issue of sex bias in vocational education. The three goals of the workshop are to help participants 1) identify sex bias in vocational programs; 2) understand the legal implications of federal regulations regarding sex bias; and 3) to develop a strategy for implementing programs to overcome the previous effects of sex bias in vocational education.

Source

Thomas, Ann C.; Hitchens, Donna J. Eliminating Sex Bias in Vocational Education: A Workshop for Administrative Personnel. California State Department of Education, Los Angeles. ERIC Document ED 195 704, 23 pages, 1979.

Target Population or Intended Users

This is intended for administrative personnel: principals, deans of instruction, counselors, superintendents, program specialists and work experience directors.

Evidence of Effectiveness

No evidence of effectiveness is presented. The workshop does include an evaluation procedure to help determine its strengths and weaknesses.

Comments

This appears to be a well-structured workshop. Because it was developed for use in California several years ago, it is not appropriate for direct use in New Hampshire; adaptation will be needed.

Brief Descriptor: Parent Workshop

Description

This inservice package will enable the workshop presenter to conduct a complete workshop in school on reducing sex role stereotypes in vocational education. Included are a leader's script, handout masters, and a class discussion guide.

Source

Mook, Corena; Legg, Marilyn. Project: Strategies for Sex Fairness. Profile of a Non-Traditional Student. Kansas State University, Manhattan College of Education; Kansas State Department of Education, Topeka. ERIC Document ED 189 350, 23 pages, no date.

Target Population or Intended Users

This workshop is appropriate for parents as well as vocational educators.

Evidence of Effectiveness

None is presented.

Comments

This inservice package can be used alone or with other packets in the series. Designed for Kansas educators but needs no modification for use in New Hampshire.

Brief Descriptor: Parent Workshop

Description

This is a leader's guide for a workshop for parents and community members. The purpose of the workshop is to encourage parents to support non-traditional vocational enrollments and non-traditional careers. Sections of the guide include: how to organize the workshop; how to publicize the workshop; suggestions for a successful workshop; leaders' background information; and resources available.

Source

Vocational Education for a Changing World: Leader's Guidebook. Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg. ERIC Document ED 215 222, 22 pages, 1980.

Target Population or Intended Users

This workshop is intended for parents of junior high and high school students.

Evidence of Effectiveness

Not provided.

Comments

Although this workshop will need to be modified for use in New Hampshire schools, it can serve as an excellent prototype and source of ideas for workshop presenters.

Brief Descriptor: Sourcebook

Description

This set of instructional materials has as its goal "... for the participant to be able to recognize damaging effects of sex bias and stereotyping on females and males." There are five specific objectives. Contents include suggested activities, instructional materials, and an information sheet. Also included are transparency masters, handouts and activity sheets for reproduction and direct use of this unit.

Source

Good, James D.; Devore, Mary Ann. Creating Awareness: An Instructional Unit in Sex Equity. Missouri University, Columbia. Instructional Materials Lab. Sponsored by Missouri State Department of Elementary and Secondary Education, Jefferson City, Missouri, 1981. ERIC Document ED 216 160, 37 pages, 1981.

Target Population or Intended Users

This material is intended for vocational educators - teachers, counselors and administrators - and is appropriate for use in the classroom or in workshops.

Evidence of Effectiveness

No evidence of effectiveness of the materials to help participants attain specified objectives is presented.

Comments

This unit can be used with New Hampshire high school vocational students with little or no modification or adaptation. This appears to be a well-designed instructional unit.

Brief Descriptor: Sourcebook

Description

This is a self-study guide in six sections:

- 1) Why Expanded Roles Are Needed
- 2) Vocational Education's Challenge: Meeting Expanded Needs
- 3) How Stereotyping Affects Teachers and Students
- 4) How Vocational Education Materials Can Influence Role Expectations
- 5) Teaching for Expanded Roles
- 6) Additional Resources

Numerous fact sheets, rating instruments, bibliographies and some instructional materials are included.

Source

Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators. New York State Education Department, Albany. ERIC Document ED 147 544, 151 pages, 1977.

Target Population or Intended Users

Useful for all vocational educators, especially teachers and counselors.

Evidence of Effectiveness

Not applicable.

Comments

This material can be adapted for use in inservice training programs in New Hampshire.

Brief Descriptor: Sourcebook

Description

The goal of this material is to identify and evaluate strategies which can be used to eliminate sex stereotyping and sex bias in vocational programs. The topics of the six units are: 1) differences between men and women; 2) the meanings of selected terms; 3) sex bias, discrimination and stereotyping in the work force; 4) sex discrimination and minority groups; 5) sex stereotyping in school; and 6) the illegality of sex discrimination.

Source

Etheridge, Rose M.; Rice, Eric. Eliminating Sexism: Rewriting the Scripts. An Informational Guide to Sex Stereotyping, Sex Bias and Sex Discrimination. Bureau of Occupational and Adult Education, Washington, DC. ERIC Document ED 160 753, 209 pages, 1976.

Target Population or Intended Users

This guide contains information and materials which will be of interest to secondary teachers and administrators alike. The materials can be used with secondary students or adult learners.

Evidence of Effectiveness

No evidence of effectiveness is presented.

Comments

These materials appear to be carefully developed. Each unit contains instructions to teachers regarding the adaptation and use of the materials.

Brief Descriptor: Sourcebook

Description

This sourcebook provides a wealth of information, including materials and strategies for vocational educators in the area of promoting sex equity. Each chapter includes introductory questions, narrative, references, reprints and exercises. The chapters are:

- I. How Do We Create Awareness of Sex Fairness?
- II. How Do We Deal With Sex Bias?
- III. How Do We Recruit Students for Nontraditional Classes?
- IV. How Do We Retain Students in Nontraditional Classes?
- V. How Do We Interact With the Community?
- VI. How Do We Assess and Adapt Materials?
- VII. How Do We Get It All Together?

Source

Vetter, Louise, and others. Sex Equity Strategies (Second Edition). Research and Development Series No. 144. Ohio State University, Columbus. National Center for Research in Vocational Education. ERIC Document ED 227 367, 206 pages, 1980.

Target Population or Intended Users

Useful for sex equity personnel, instructors, administrators, counselors and curriculum planning personnel.

Evidence of Effectiveness

Not applicable.

Comments

Although several years old, it has been updated and is an excellent source which can help New Hampshire vocational administrators.

Brief Descriptors: Sourcebook

Description

This introductory module explains how teachers can develop and utilize strategies to promote sex equity in the classroom. Module 2 explains the sex equity guidelines. Modules 3 through 5 discuss strategies for art, language and the content areas. Modules 6 through 12 discuss the specific areas of agriculture, distributive education, health occupations, education, home economics, office occupations, technical education and trade and industrial education. This material was developed for use in Iowa but can be used in other states.

Source

Promoting Sex Equity in the Classroom. Module 1. An Introduction. Revised, 1980. Iowa State Department of Public Instruction, Des Moines. ERIC Document ED 190 815, 14 pages, 1980.

Target Population or Intended Users

This is intended for teachers of vocational and technical education.

Evidence of Effectiveness

None available.

Comments

Although this introductory module is of little help itself, teachers in the areas listed above may find the modules written for their content areas to be quite helpful in developing classroom strategies.

Brief Descriptor: Sourcebook

Description

This handbook is part of a series of materials developed "to establish guidelines for the elimination of sex bias and sex stereotyping and the establishment of sex fairness in vocational programs in Colorado. There are eleven sections to this handbook: 1) Preface; 2) Awareness assessment; 3) Expanding awareness; 4) Sex-equity consciousness-raising; 5) Life planning, career and occupational choices; 6) Recruiting students for non-traditional occupations; 7) Sex equity in vocational education programs; 8) Sex equity inservice education; 9) Guidelines for reviewing printed materials for sexism; 10) Self-evaluations - sex equity; 11) Bibliographies.

Source

Coggans, E. Patricia. Equality in Vocational Programs. Counselor/Teacher Handbook. Colorado State Board for Community Colleges and Occupational Education, Denver. Division of Occupational Education. ERIC Document ED 201 871, 206 pages, 1980.

Target Population or Intended Users

Intended for use by counselors and teachers. This handbook may also be useful to administrators because it contains bibliographies and other information.

Evidence of Effectiveness

No evidence on effectiveness of the handbook in achieving specified objectives to be presented."

Comments

This handbook contains a variety of attitude and knowledge assessment instruments as well as specific suggestions for instructional activities with limited materials. There are 40 suggested activities in the area of consciousness-raising alone. This document contains information which many vocational instructors in New Hampshire will find helpful.

Brief Descriptor: Simulation

Description

"The MOVERS Game is a simulation game for individuals concerned with how stereotyping of vocational-occupational education and sex role stereotyping can limit enrollment in vocational and occupational programs." In the simulation, eight people play the roles of community members and public school educators; the remaining participants are observers. The players form a committee charged with implementing the recommendations of an educational consulting group. The roles are: business and industry representative, PTA president, Teacher's Union president, district counseling director, district curriculum director, high school senior, district chairperson of Unified Practical Arts, Home Economics and Industrial Arts, and BOCES director. Players make position statements, discuss their positions and brainstorm for new ideas. The simulation ends with a brainstorming task.

Source

The MOVERS Game (Maximum Support for Vocational Enrollment by Removing Stereotypes). State University of New York, Utica. ERIC Document ED 183 736, 17 pages, 1979.

Target Population or Intended Users

Intended for groups ranging in size from twelve to fifteen adults. Participants could be educators, community members, or both. This simulation is not appropriate for high school students.

Evidence of Effectiveness

No evidence of effectiveness is presented in the source document.

Comments

Necessary materials are inexpensive: written directions, a set of eight role descriptions, name cards, observer forms, newsprint, felt tip pens. Simulation requires little preparation or training on the part of the facilitator. Simulation can be completed within a planned time period of one hour or can be continued further through discussion.

Brief Descriptor: Bibliography

Description

This is a synthesis of the literature in vocational education which addresses equity issues in a broad sense, including sex equity. This synthesis includes well over a thousand references. Seven individual bibliographies are included. Several of these bibliographies include sex equity references in combination with other issues (i.e., sex/handicapped equity).

Source

Vetter, Louise; and others. Equity and Vocational Education: An Initial Synthesis of Progress and Recommendations for the Future. Ohio State University, Columbus. ERIC Document ED 228 434, 157 pages, 1982.

Target Population or Intended Users

All vocational educators who seek references on equity according to sex (or other subgroups of the general population).

Evidence of Effectiveness

Not applicable.

Comments

This is a very comprehensive and complete reference work.

Brief Descriptor: Bibliography

Description

This bibliography is one of a series of bibliographies which includes technical education materials which are available from government agencies. This bibliography includes 38 pages of annotated references on technical education materials, 3 pages of annotated references on vocational education materials, and 5 pages of annotated references on career education materials. Addresses for ordering and an order form are included. Also available are similar documents which cover materials in vocational education: agriculture, business and office education, home economics, marketing and distributive education, and allied health.

Source

Vocational Instructional Materials for Technical Education Available from Federal Agencies. Office of Vocational and Adult Education, Education Department, Washington, DC. ERIC Document ED 190 913, 67 pages, 1980.

Target Population or Intended Users

All vocational educators, especially teachers at the secondary and post secondary levels.

Evidence of Effectiveness

Not applicable to an annotated bibliography.

Comments

The section on Technical Education is very comprehensive while the other two sections are very brief. This is a very rich source for instructional materials.

Brief Descriptor: Bibliography

Description

This bibliography contains a large number of references which are organized in five major sections.

- I. Facilitating Equal Opportunity in Career and Vocational Education
- II. Understanding Sex Bias and Its Implications for Educators
- III. Pilot Projects at the National and State Level to Reduce Sex Bias in Vocational Education
- IV. Long Range Planning in Vocational Education to Reduce Sex Bias
- V. Resources for Use With Students

Section V includes reference and source material, written materials and audio-visual materials.

Source

Atkinson, Karla. Eliminating Sex-Role Stereotyping in Vocational Education: A Bibliography of Suggested Resources for Understanding and Building Sex Equity Into Secondary Vocational Education Programs. Michigan State Department of Education, Lansing. ERIC Document ED 177 440, 56 pages, 1979.

Target Population or Intended Users

This bibliography would be useful to administrators, counselors, teachers and all others involved in vocational education.

Evidence of Effectiveness

Not applicable.

Comments

Although not very recent, this bibliography is quite comprehensive and is organized in such a way as to be convenient for the user.

Brief Descriptor: Project Report

Description

This is a report of a research project conducted in Michigan to determine the degree to which students in Michigan's secondary schools were exposed to materials and resources which contained sex-role stereotyping. The report includes a comprehensive rating system which can be applied to learning materials in the areas of content, language and illustration.

Source

Atkinson, Karla. Eliminating Sex-Role Stereotyping in Vocational Education. Report on the Identification of Sex Biases in Vocational Education Instructional Materials and Resources. (Michigan State Department of Education, Lansing. ERIC Document ED 174 773, 25 pages, 1979.

Target Population or Intended Users

The instrument included in the appendix of this report will be useful to teachers and administrators who wish to modify it and use it in their own vocational setting.

Evidence of Effectiveness

Not applicable.

Comments

Although this is a Michigan study, New Hampshire vocational educators may find it helpful to read in order to obtain ideas regarding their own assessment of the degree to which sex-role stereotyping in instructional materials affects attrition in their own school district.

Brief Descriptor: Project Report

Description

This is a report on a project conducted in Texas in order to "develop a model adaptable throughout Texas that would enable school districts to increase and maintain female enrollment in vocational programs that had traditionally been dominated by males." There are seven basic sections in the report: 1) Background; 2) Objectives; 3) Developing the recruitment model; 4) Assessing and changing attitudes; 5) Relationship with industry and unions; 6) Summary and recommendations.

Source

Lerner, Jane, and others. Equal Vocational Education, Final Report. Texas Education Agency, Austin, Division of Occupational Research and Development. ERIC Document ED 133 444, 99 pages, 1976.

Target Population or Intended Users

Vocational administrators and program developers.

Evidence of Effectiveness

The project included a pre-post evaluation of students' attitudes which documented some measureable change on selected attitudinal items.

Comments

This was an exceptionally well-conducted project. The appendices include the student pre-post test, survey for school personnel and telephone survey for parents and community.

Research Finding

Handley and Walker (1978) studied vocational educator's attitudes and sex role bias in relation to students' entry in non-stereotyped programs of vocational education. Among their findings:

- ° "... women vocational educators indicated more sex bias ... toward the suitability of career areas listed on the CSI for study by female students at the high school level, than did the men educators." (p. 40)
- ° "... vocational teachers holding only bachelor's degrees were more biased than were the educators with master's degrees in viewing the career study areas as suitable for study by males." (p. 40)
- ° "Significant relationships between the background variables of sex, race and educational level and the educator's attitudes toward men and women performing in nontraditional work roles were also discovered." (p. 44)

Propositional Statement

Vocational teachers themselves may hold attitudes which prevent some students from enrolling in non-traditional areas.

Implications for Vocational Educators

Vocational directors should consider assessing the attitudes of the vocational staff to determine whether activities to change attitudes should be initiated. Existence of positive attitudes toward nontraditional occupations on the part of vocational instructors are critical if a vocational program is to operate in an unbiased fashion.

Source of Research Finding

Handley, Herbert L. and Walker, Ronald D. Interaction of Sex Role Bias in Attitudes of Vocational Educators and Students Associated with Students' Entry in Non-Stereotyped Programs of Vocational Education. Mississippi State University, State College, Bureau of Educational Research. ERIC Document ED 176 107, 225 pages, 1978.

Research Finding

Based upon studies of high school students' transcripts after graduation, Campbell, Orth and Seitz (1981) identified five different types of students who had taken vocational education courses. These types were labelled Concentrator, Limited Concentrator, Concentrator/Explorer, Explorer and Incidental/Personal. Differences in patterns of participation were found across various program areas. "The agriculture program area had 75 percent of the students participating at a high level of commitment. More agriculture students are Concentrators than are the students of any other specialty; a total of 30.3 percent. An overwhelming number of trade and industry program students also showed a high level of participation; 81.5 percent were Concentrators, Limited Concentrators, or Concentrator/Explorers. The Office Occupations specialty showed the lowest percentage of students in those three patterns of participation, with almost half, 46.5 percent, in the Incidental/Personal category." (p. 82)

Propositional Statement

The patterns of participation in vocational education, whether traditional or nontraditional, appear to be strongly influenced by the area of study. Therefore different levels of attrition can be expected from different programs, even when the quality of teaching is high.

Implications for Vocational Educators

In establishing expectations for a program's completion rate, it is reasonable to compare an individual program's completion rate to the state-wide completion rate as a point of comparison. Because of content area differences, there is no "norm" which cuts across all vocational programs. Each program has its own "holding power" which is influenced by such factors as quality of instruction and availability of jobs upon completion.

Source of Research Finding

Campbell, Paul B., Orth, Mollie N., and Seitz, Patricia. Patterns of Participation in Secondary Vocational Education. A Report Based on Transcript and Interview Data of the 1979 and 1980 National Longitudinal Survey New Youth Cohort. Ohio State University, National Center for Research in Vocational Education. ERIC Document ED 209 476, 109 pages, 1981.

Research Finding

Becker and Cole (1980) studied activities in Florida secondary schools to determine which ones had occurred in schools where sex-role stereotyping was minimal. The following six activities were most frequently mentioned:

1. Textbooks, teaching materials revised to eliminate sex bias;
2. Student handbook revised to eliminate sex bias;
3. Facilities adapted to both sexes;
4. Vocational student organizations considered important part of curriculum;
5. Elective courses actively recruited for (e.g. slides, posters, pamphlets, etc.)
6. Unbiased teaching emphasized and roles of males/females.

Propositional Statement

In schools where sex role stereotyping is minimal, it is likely that revision of teaching materials and of the physical facilities has already occurred.

Implications for Vocational Educators

1. In order to reduce sex role stereotyping which may affect enrollments in nontraditional courses, review of textbooks and student handbooks is recommended as a starting point for change.
2. Clubs for vocational students can be used as a good vehicle for changing perceptions about nontraditional vocations. They should be included in school programs more frequently.

Source of Research Findings

Becker, William J. and Cole, Jacquelyn M. Reduction of Sex Stereotyping in Vocational Education Programs. Final Report, July 1, 1979 - June 30, 1980. University of Florida, Gainesville. ERIC Document ED 201 758, 56 pages, 1980.

Research Finding

O'Reilly (1973) studied the stability of occupational choice of 550 students from grades nine through twelve. Starting with 21 variables, O'Reilly found that only ten percent of the variance in expressed occupational choice could be explained over a four year period. The best predictor of stability of expressed occupational choice from grades nine to twelve is stability of expressed occupational choice from grades nine to ten.

Propositional Statement

In any given high school, it is reasonable to expect a large percentage of vocational students to change vocational interests over a four-year period. However, if a student selects and maintains a vocational interest during the first year, it is likely that the student will continue with this vocational interest during the rest of his/her high school years.

Implications for Vocational Educators

Vocational counselors should recognize that stability of career choice during the first year is an indicator of long-term vocational stability. Students who demonstrate early vocational stability may require different educational support than students who want to explore a number of vocational programs.

Source of Research Finding

O'Reilly, Patrick A. Predicting the Stability of Expressed Occupational Choices of Secondary Students. Vocational-Technical Education Research Report. Pennsylvania State University, Department of Vocational Education. University Park, PA. ERIC Document ED 078 228, 184 pages, May 1973.

Research Findings

Sawyers (1978) investigated sex bias in Indiana's vocational education programs. It was found that:

- A. "Choices that reflect career preparation in occupations traditionally populated by members of the same sex appear to be influenced by factors other than limited types of training programs" (p. 13)
- B. "... Students appear to be influenced in their vocational preparation choice by their sex-role self perception" (p. 17)

Propositional Statement

In schools where the number of different vocational programs is limited by teacher availability or vocational education funds, direct interventions on the part of teachers can help to increase nontraditional career choices by students despite lack of programs.

Implications for Vocational Educators

- 1. In schools with small vocational programs, vocational educators should realize that they can make a positive contribution to students' choice of careers by engaging in activities which will help students clarify and modify their own sex-role perceptions.
- 2. General activities which are intended to change sex-role perceptions may be effective in increasing subsequent nontraditional career choice.

Source of Research Findings

Sawyers, Betty. Sex Stereotyping: Analysis of Students Enrolled in Vocational Programs in Indiana. Indiana State Board of Vocational and Technical Education, Indianapolis. ERIC Document ED 164 856, 32 pages, 1978.

Research Finding

In a study of sex equity in Oregon's secondary schools, Northwest Attitudes, Inc. identified sex strategies which were used to increase non-traditional enrollment in vocational programs. These were:

	Teachers % Cited
A. Teachers(counselors) have access to materials and employment data.	71%
B. Teachers have teaching materials which are not sex-stereotyped.	59%
C. Teachers (counselors) have career/job materials which are not sex-stereotyped.	53%
D. Teachers (counselors) deliberately recruit members of both sexes in non-traditional programs.	46%
E. Teachers (counselors) attempt to familiarize parents with the broad spectrum of occupations available to all students.	42%
F. Teachers (counselors) are encouraged to attend workshops in sex equity in education.	41%

Propositional Statement

The most frequently cited strategies for increasing nontraditional enrollments are those which focus upon selection, revision, or use of materials.

Implications for Vocational Educators

As a starting point for reducing sex bias, the most obvious staff activity is to review the materials currently being used. Materials in current use can often be adapted in order to remove biased elements. If modification of the materials is not possible, teachers can use the materials, pointing out to students specific instances of bias in the instructional materials.

Source of Research Finding

Northwest Attitude, Inc., Portland, OR. Sex Equity in Secondary Schools: Implications for Vocational Education. Summary of Faculty Survey. ERIC Document ED 209 495, 56 pages, 1981.

SECTION III

CURRICULUM MATERIALS

The materials listed in this section were developed under grants from the U.S. Department of Education under the auspices of the Women's Educational Equity Act. Further information about the materials, including ordering information, is available from:

EDC/WEEA Publishing Center
Order Department
55 Chapel Street
Suite 200
Newton, Massachusetts 02160

Orders may also be placed by calling the WEEA Publishing Center at 800-225-3088.

IT'S HER FUTURE

Think about the young women you teach or counsel in your high school, community college, or vocational school. Are they thinking about their employment futures yet? Some of them may think that it's too early, that they've still got a lot of time to make plans. If so, they're wrong. If they don't think about an occupation now, they may lose their chance to prepare for one later.

"It's Her Future" will spur young women to explore the range of training opportunities and benefits available in nontraditional careers. And the accompanying discussion guide will show you ways to involve parents and educators in helping these young women take advantage of those opportunities and benefits.

This is an award-winning program with a message of utmost importance.

Project Director: Marilyn Levin, Pennsylvania Commission for Women, Parent Outlook Program, Harrisburg, Pennsylvania.

"It's Her Future," 16mm film (color, 17 minutes; discussion guide included)
0111 Purchase \$118.00
0112 Rental (3 days) \$8.00

"It's Her Future," videotape cassette (color, ¾ inch, 17 minutes; discussion guide included)
0113 Purchase \$32.00
0114 Rental (3 days) \$5.00
0115 *It's Her Future*, booklet \$75

THE SKY'S THE LIMIT IN MATH-RELATED CAREERS

"If I become an engineer, how much will I earn?" "Will being a computer programmer interfere with having a family?" These are the kinds of questions that thoughtful high school girls will ask about careers in math and science. They'll find answers in *The Sky's the Limit*, a career handbook. Here women who work in computer science, engineering, finance, and other math-related fields offer lively anecdotes, viewpoints, and inside information that convey both their determination and their sense of fulfillment. An appendix lists professional organizations ready to supply additional help and information. The high school student who studies *The Sky's the Limit* will have a head start in making one of the most important decisions of her life.

Project Director: Joanne Koltow, Math/Science Network, Math/Science Resource Center, Mills College, Oakland, California.

0237 *The Sky's the Limit in Math-Related Careers* (44 pp.)
\$4.75

STEPPIN' UP AND MOVING ON: A CAREER EDUCATION PROGRAM FOR THE URBAN, NONCOLLEGE BOUND STUDENT

A college education does not come cheap. Many high school students cannot afford it; when they graduate from high school, their formal education ends. Period. They need a vigorous transitional program before they graduate from high school. And it's the responsibility of the high school to provide it.

Steppin' Up and Moving On describes such a program. Its ten sessions, three hours each, address urban minority students, with an emphasis on women. Creative and varied activities—such as career collages, vocational interest assessments, resume analyses, and career game exercises—encourage these young adults to assess, develop, and build employment skills; expand career options; and become aware of community services. *Steppin' Up and Moving On* fits smoothly into existing career and vocational curricula in high schools, community centers, and social service agencies.

Project Director: Dr. Patricia A. Fisher, Washington, D.C.

0435 *Steppin' Up and Moving On: A Career Education Program for the Urban, Noncollege-Bound Student* (98 pp.) \$4.25

CHOICES/CHANGES: AN INVESTIGATION OF ALTERNATIVE OCCUPATIONAL ROLE MODELS

Jane Gallagher sells cars. She loves her work. Thomas Davidson has been a nurse for 12 years. He wouldn't dream of changing his profession.

Written mainly by students, *Choices/Changes* consists of interviews with numerous people pursuing nontraditional careers. The text is concise and speaks directly to high school students. The interviewees discuss what it's like to have nontraditional jobs, why they chose them, and how they've combined work and family. If you have male students who couldn't imagine going to a woman barber or becoming a secretary, or female students who wouldn't think of driving a truck or doing electrical repairs, introduce them to *Choices/Changes*. It won't be long before they're thinking twice.

Project Director: Mary Gilbert, Rochester City School District, Community Education Center, Rochester, New York.

00429 *Choices/Changes: An Investigation of Alternative Occupational Role Models* (60 pp.) \$7.50

CONNECTIONS: WOMEN AND WORK AND SKILLS FOR GOOD JOBS

Here is that rare educational program that communicates issues of utmost urgency with the utmost in freshness, fun, and practicality. It's a multimedia package for middle school students that teaches lasting lessons about work and careers: Why do men go to work? Why do women go to work? How is monetary value placed on a job? Are there "male" and "female" jobs?

The *Gamebook* contains exciting lessons, exercises, and hands-on experiences designed to shake boys and girls out of stereotype, narrow notions of careers. The *Leader's Guide* provides background information about women and work, insightful discussion questions, and suggestions for implementation. In "Women at Work," three women—a repairer, an engineer, and a painter—describe their work and explain how they prepared for their careers. Your students will find that *Connections* opens up career options, builds confidence, and teaches decision making. For students and parents who ask for practical education, *Connections* is the answer.

Project Director: Vivian Gullfoay, Boston YWCA, Boston, Massachusetts.

- 00665 *Connections: Women and Work and Skills for Good Jobs* (complete set of materials) \$22.00
- 00666 *Leader's Guide* (282 pp.) \$10.00
- 00667 *Gamebook* (165 pp.) \$6.50
- 00668 "Women at Work" sound filmstrip and script \$5.50

FOCUS ON THE FUTURE

"Not me," said one tenth-grade boy. "I'm open-minded about girls." But when he responded to the pictures in *Focus on the Future*, he saw he wasn't as open-minded as he'd thought. Students just aren't aware of the subtle, tenacious grip of their biases.

Trial tested and field tested, *Focus on the Future* is excellent for career guidance sessions in the middle and secondary schools and for teacher training workshops. It's a proven way of making students aware of how people stereotype according to sex and how such stereotyping limits opportunities.

Project Director: Dr. Lewis E. Patterson, Cleveland State University, Cleveland, Ohio.

- 0250 *Focus on the Future* (complete set of materials) \$3.25
- Technical Manual* (44 pp.)
- Leader's Manual* (10 pp.)
- Picture Stimulus Sets*
- 0254 *Additional Picture Stimulus Sets* \$2.00

SEX STEREOTYPING IN EDUCATION

Mad scientists, math whizzes, captains of industry—they're always men. Why? Is this fair? How can we weed out the sex stereotyping that infects the classroom?

Sex Stereotyping in Education can be one critical antidote. This comprehensive staff training program comprises 13 modules that highlight the achievements and contributions of women. Each module includes a 30-minute audiotape cassette, a bibliography, an instruction sheet, and handouts.

Part One

"Girl, Boy, or Person: Beyond Sex Differences" This module looks at some important questions: What are the myths about sex differences? Where do the myths come from? How do they affect teachers and administrators? What can we do about them?

"Sex Stereotyping in Math Doesn't Add Up." The amount of mathematical talent going to waste staggers the imagination. This module promises to jolt a lot of teachers out of complacency.

"Equality in Science: Formula for Changing Sex Bias." Stereotyping chases girls away from science, too. This module presents a concise, sympathetic description of women in science and introduces some unusual ideas for school and community activities.

"Present But Not Accounted For: Women in Educational History." What has been the role of women in education from the nineteenth century on? The extent of their contributions may surprise you.

"Reading, Writing, and Stereotyping." Stereotyping in language arts affects students in subtle ways. A checklist for analyzing textbooks and a bibliography of nonstereotyped elementary and secondary readings will help your staff teach their students to become critical, sensitive readers.

"We the People: Sex Bias in American History." An examination long overdue, this module takes you on a bracing, critical tour of sex-role stereotyping in American history. Several valuable correctives are suggested.

"Exercising Your Rights: Eliminating Sex Bias in Physical Education." Here is a clear presentation of the messages and myths about physical education, athletics, and female and male competence.

Part Two

"Repainting the Sexist Picture: Stereotyping in the Fine Arts." Why have women artists not received the recognition they deserve? How can we encourage females and males to develop their artistic abilities? This module offers some intriguing suggestions.

"Business as Usual: Sex Stereotyping in Business Education." How can students move beyond the traditional career choices? Here are some helpful suggestions.

"A New Beginning: Eliminating Sex Stereotyping in Early Childhood Education." How do sex-role expectations and stereotypes limit the development of girls and boys? What can we do about those expectations and stereotypes? Here is an important overview.

"Diagnosing the Problem: Sex Stereotyping in Special Education." Sex-role stereotyping influences the entire range of special education. This module offers a revealing examination of a sensitive subject.

"Write Me In: Stereotyping in Curriculum." Sex biases creep into classroom teaching and instructional materials. This module shows how and why. It also includes critical information about Title IX.

"Sex Bias in Research and Measurement: A Type III Error." How subjective can "objective" research be? More than you might think. The special section on designing sex-fair research presents a valuable model for use in years to come.

Project Director: Dr. Patricia Campbell;
Part One: Georgia State University,
Atlanta, Georgia; Part Two: Women
Educators, Red Bank, New Jersey.

- 0272 *Sex Stereotyping in Education*
(complete set of materials)
\$58.50
- 0273 "Girl, Boy, or Person: Beyond Sex
Differences" \$4.50
- 0276 "Sex Stereotyping in Math
Doesn't Add Up" \$4.50
- 0279 "Equality in Science: Formula for
Changing Sex Bias" \$4.50
- 0282 "Present But Not Accounted For:
Women in Educational History"
\$4.50
- 0285 "Reading, Writing, and
Stereotyping" \$4.50
- 0288 "We the People: Sex Bias in
American History" \$4.50
- 0291 "Exercising Your Rights:
Eliminating Sex Bias in Physical
Education" \$4.50
- 0294 "Repainting the Sexist Picture:
Stereotyping in the Fine Arts"
\$4.50
- 0297 "Business as Usual: Sex
Stereotyping in Business
Education" \$4.50
- 0300 "A New Beginning: Eliminating
Sex Stereotyping in Early
Childhood Education" \$4.50
- 0303 "Diagnosing the Problem: Sex
Stereotyping in Special
Education" \$4.50
- 0306 "Write Me In: Stereotyping in
Curriculum" \$4.50
- 0309 "Sex Bias in Research and
Measurement: A Type III Error"
\$4.50

TOGETHER WE CAN

There's no question—we must implement programs that free students of sex bias. But that is not enough. Students function in an environment that includes teachers, parents, and community members, and without the support of all three groups, today's unbiased students can still end up as tomorrow's biased adults. Together We Can furnishes you with a comprehensive program—for teachers, counselors, and community members—to help you ally the school and community in the effort to eradicate sex stereotyping and create the environment students need to become bias-free adults.

"Expectations" 16mm film (color, 16 minutes) contains a series of scenes illustrating subtle forms of sex-role stereotyping in daily activities. "Expectations" is a helpful training film recommended for use with each kit. Also available as a videotape cassette (color, ¾ inch, 16 minutes).

Elementary and Secondary Training Kit

The Program Guide describes the content and purpose of the entire Together We Can training program. In it you'll find pointed suggestions for initiating change within institutions and organizations and for dealing with sensitive issues.

The Facilitator Manual for Teachers and Counselors outlines the program's sequence, materials, activities, schedules, and scripts, and provides directions for each training session.

The Participant Manual Master for Teachers and Counselors includes all materials and support readings for use in each training session.

The Facilitator Manual for School Administrators is geared toward implementing a complete, one-day (6-hour) workshop.

The Participant Manual Master for School Administrators includes everything you'll need to complete the one-day workshop.

The Elementary and Secondary Training Kit includes three filmstrips with audiotape cassettes:

"Which Comes First—The Person or the Role?" (15 minutes) raises provocative questions about how technological, social, economic, and legal changes affect sex roles. "Images and Our Self-Concept" (23 minutes) delightfully surveys the images of males and females throughout history. "Stop, Look, Listen" (14 minutes) explores what it means to be female or male in today's society. Students aged 8 to 18 offer their definitions through original art, poetry, and prose. This filmstrip never fails to arouse honest, unexpected responses.

Also included are:
Five transparencies
Game cards: "Logical Conclusions" (10 sets)
"Gender Commandments" (2 sets)
"Can of Worms"
Articles: "Brainfood Series" (17 readings)

Preschool Training Kit

This kit helps teachers (and their students) examine sex bias; its origins in the family, school, and community; and the way it affects an individual's aspirations and choices. The kit includes the Program Guide; the Facilitator Manual for Preschool Educators and Parents of Preschool Children; the Participant Manual Master for Educators and Parents of Preschool Children; a pocket chart and cards ("Occupations," 4 sets); gameboards and cards ("Curriculum Game A" and "Curriculum Game B," 2 sets of each); the filmstrip "Evaluating the Classroom Environment;" posters ("Choosing Activities—A" and "Choosing Activities—B"); and seven transparencies.

Community Training Kit

The best way to eliminate sex bias in the schools is to secure the support of the community. With these workshops for school volunteers and members of parent and community groups, you'll be able to promote school-community cooperation in dealing with bias and with other sensitive issues affecting the entire district. The kit includes the Program Guide; the Facilitator Manual for Community Groups, School Volunteers, and Parents; a Participant Manual Master for Parent Groups, one for Community Groups, and one for Volunteer Groups.

Projector Director: Glee Ingram,
Region XIII Education Service Center,
Austin, Texas.

0188 Elementary and Secondary Training Kit \$45.00
0189 Preschool Training Kit \$25.00
0190 Community Training Kit \$7.00

"Expectations," 16mm film (color, 16 minutes)
0191 Purchase \$102.00
0192 Rental (3 days) \$7.00

"Expectations," videotape cassette (color, ¾ inch, 16 minutes)
0193 Purchase \$32.00
0194 Rental (3 days) \$5.00

BORN FREE:

TRAINING PACKET TO REDUCE SEX-ROLE STEREOTYPING IN CAREER DEVELOPMENT

Practical, stimulating, and above all, engaging—BORN FREE (Build Options, Reassess Norms, Free Roles through Educational Equity) is a proven teacher-training program that challenges your staff to examine sex-role stereotyping and interpersonal behavior. It's a powerful instrument for all teachers whose curricula are devoted to helping students approach adulthood with a sense not of conformity but of individuality.

Each BORN FREE packet includes training activities, a trainer's guide, journal reprints, and a "Fact Pack" of information on sex roles and careers for multi-ethnic groups. Packets are available for elementary, secondary, and postsecondary educators.

Videotape cassette series (color, ¾ inch, 30 minutes each; "Video Viewer's Guide" included with each tape)

EDC will be happy to help you choose tapes for your specific needs.

"BORN FREE: A World of Options." This overview of the entire tape series emphasizes the changing careers and life styles of women and men today.

"Men: Choices and Changes." This videotape cassette focuses on the ways men's development has been limited by sex-role expectations that urge them to be strong, active, and unemotional, and shows how men can move toward "shared roles" and androgyny—the best of both male and female in men's or women's lives. For teacher training and for social studies classes in grades six through twelve.

"Women: Choices and Changes." How do sex-role expectations influence career development? Many of the answers will strike a sensitive chord. This videotape cassette is for teacher training and for social studies classes in grades six through twelve.

"Joy of Choosing." A variety of men and women, including several female scientists, openly discuss decisions that have shaped their lives. Their insights provide an excellent foundation for discussion and activities in junior and senior high math and science classes.

"Parenting: Three Generations." What can we learn about child-rearing from a struggling young couple awaiting the birth of their first child, from a middle-aged mother whose child faces race and sex discrimination, and from an octogenarian? A great deal. "Parenting: Three Generations" is filled with cross-generational insights—and some surprises—for counselors working with parents and parents-to-be.

"Parents as Influencers." Parents communicate many covert messages to their children. What are these messages, how far do they reach, and how tenacious are they? The answers may surprise you. They will surely enlighten parents you work with and teachers you train.

"Schools as Influencers." Educators, of course, challenge society's stereotypes—or do they? Listen to what students are saying. Then find out how we can overcome the stereotyping. "Schools as Influencers" is an excellent adjunct to inservice programs.

"Colleges as Influencers." Our colleges, institutions of "higher learning," often funnel students into limited career choices based on sex. Why? When compared with past eras, is ours really that much more enlightened? Administrators and their staffs should look to this videotape cassette for answers.

"Why Change?" BORN FREE Project Director Sunny Hansen's and author Warren Farrell's pointed discussion cuts through to the heart of society's sex bias: resistance to change, fear of the dissolution of the family, and insecurities about sexuality. For teacher training and for social studies classes in grades six through twelve.

Project Director: Dr. L. Sunny Hansen, Psychoeducational Studies, College of Education, University of Minnesota, Minneapolis, Minnesota.

BORN FREE: Training Packet to Reduce Sex-Role Stereotyping in Career Development

- 0012 Elementary Level (530 pp.) \$17.00
- 0013 Secondary Level (546 pp.) \$17.75
- 0014 Postsecondary/Higher Education Level (728 pp.) \$22.00
- 0015 Technical Report No. 1: Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level (48 pp.) \$2.50
- 0016 Technical Report No. 2: Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Secondary Level (68 pp.) \$3.00
- 0017 Technical Report No. 3: Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Postsecondary/Higher Education Level (76 pp.) \$3.00
- 0018 BORN FREE Logo Stickers \$4.25
- "BORN FREE: A World of Options"
- 0019 Purchase \$36.00
- 0020 Rental (3 days) \$6.00
- "Men: Choices and Changes"
- 0021 Purchase \$36.00
- 0022 Rental (3 days) \$6.00
- "Women: Choices and Changes"
- 0023 Purchase \$36.00
- 0024 Rental (3 days) \$6.00
- "Joy of Choosing"
- 0025 Purchase \$36.00
- 0026 Rental (3 days) \$6.00
- "Parenting: Three Generations"
- 0027 Purchase \$36.00
- 0028 Rental (3 days) \$6.00
- "Parents as Influencers"
- 0029 Purchase \$36.00
- 0030 Rental (3 days) \$6.00
- "Schools as Influencers"
- 0031 Purchase \$36.00
- 0032 Rental (3 days) \$6.00
- "Colleges as Influencers"
- 0033 Purchase \$36.00
- 0034 Rental (3 days) \$6.00
- "Why Change?"
- 0035 Purchase \$36.00
- 0036 Rental (3 days) \$6.00